The SMART Instructor's Guide includes information and handouts to assist you in facilitating the SMART Train the Trainer (TTT) session. This session is designed as a two-day program; however, depending upon the size and knowledge of your group, it may be reduced in length.

**Updates**

SASWH will conduct a regular review of the program content and provide updates to instructors as it deems necessary. It will be the responsibility of the SMART instructor to ensure the most current version of SMART materials is being utilized.

**Certificate of Completion**

Certificates are issued for each participant who successfully completes the Train the Trainer session.

SMART instructors **must not** provide a certificate to participants who do not successfully complete the TTT session. Based on the SMART instructor's recommendations, co-teaching may be required for some trainers. These participants may be strong in the area of facilitating or performing the moves and require assistance from another SMART certified trainer in certain areas.

**Activities/Teaching Practice**

The SMART Train the Trainer program is designed to assist participants in practicing teaching skills. New trainers often have limited confidence as they may not have had the opportunity to facilitate many programs. Providing them with practice may offer valuable assistance as they begin to teach the SMART program. All reviews, feedback and comments on your participant's teaching styles should be positive and encouraging.

**Copyright/Reproduction of Materials**

The SMART program is protected by copyright. The instructor lesson plan must not be reproduced and shared, it is provided to you as a qualified instructor.

**Questions/Comments**

At any time a SMART instructor has questions, concerns or comments, they are encouraged to contact SASWH.

You may wish to include additional resources such as employer policies/procedures.

**SMART TTT Agenda**

**Day 1**

**Introduction**

* Welcome trainer candidates and have them give: their name, where they are from, what they do and years of experience.
* introduction of yourself
* sign in/attendance list circulated and complete
* housekeeping details – cell phones, washrooms, breaks, emergency exits
* Fit for Training declaration signed
* pre portion of the SMART TTT evaluation completed

**Option: Get to Know Your Group** – Do Ice Breaker (explain that they may have to have do one)

**Do Top 20 Facilitation tips on flipchart paper**

In the first part of the morning on day 1, have trainer candidates look around the room and observe things that you would have done in preparation for the TTT session.

**ASK:** What are things that trainers need to do to prepare for their own sessions to be ready? What do you see? What do you think happens behind the scenes?

**Do Goal/objective of Attending**

On a flipchart paper, record each trainer candidate’s goal/objective of attending the TTT; review at end of session to ensure their goal/objective is met.

**Option: Do Sticky Notes**

Give 3 sticky notes to each trainer candidate to write down:

1. What they’ve seen in a good facilitator

2. What they’ve seen that is not so good in a facilitator

3. One challenge in their area regarding the moving task; review at some point during session

**Effective Trainers**

**Learning Outcomes to be an Effective SMART Trainer**

Explain that this will be achieved through:

* demonstration by you (a qualified SMART instructor) throughout the TTT
* ample practice time for them
* required return demonstration of each trainer candidate’s understanding
* time to practice teaching (include positive feedback provided by others in the room)
* a review of effective facilitation

**Facilitation Practice**

* have each trainer candidate select their own topic to teach, not related to SMART, but to something they’re really comfortable with (e.g., baking, arts/crafts, folding a paper or towel, doing hair, etc.)
* 10 minutes to prepare their individual presentation
* 5 minutes for each to presentation (let them know you will time them)
* following each presentation, share comments on what went well (group input)

**SMART Trainer’s Guide, Effective Facilitation**

**EVERYONE GO TO** SMART Trainer’s Guide (pages i to xii inclusive) on facilitation.

Review as a group, discuss. Consider providing some feedback on trainer candidates presentations just completed to help them improve future facilitation.

**The remaining TTT is all about SMART**

**High Level Orientation to SMART Materials**

* **SMART User Manual** - high level overview of how the manual is laid out and that they’ll be using this throughout the TTT. Encourage your trainer candidates to mark in it, flag information
* **SMART Trainer’s Guide** – how they work together to facilitate
* **SMART Participant Workbook** - trainer candidates need to know what is in this workbook and the Trainer’s Guide will indicate where workbook pages are.

**10-15 minutes: Stretch Break**

**EVERYONE GO TO:**

SMART Trainer’s Guide pages 1-4

SMART User Manual, first 14 pages

* ensure you cover SMART User Manual pages 9-13 inclusive, *Steps to Implement & Sustain SMART* and focus on *Step 4 - Training*. Ensure understanding of sections *SMART Instructors, SMART Trainers*, *General Participant Training* and *Classroom Training Recommendations*

**EVERYONE GO TO** SMART Trainer’s Guide Lesson Plan for SMART Initial Worker Training, starting on page 5

* Go through Introduction, Accountability, Legislation, Steps to a Moving Task

**Trainer Candidate Facilitation Practice of Introduction, Accountability, Legislation**

* assign each group a section, such as *Step 4 in Steps to Implement & Sustain SMART, Accountability, Legislation, Steps to a Moving Task, etc.*
* each group has 10 minutes to prepare and each group has 5 minutes to present
* have a short discussion after each presentation on what they did well (group input)

**45 minutes: Lunch**

**Module 1 - Safe Posture & Safe Body Mechanics**

**EVERYONE GO TO**:

SMART User Manual, *Module 1* pages 15 to 22

SMART Trainer’s Guide, pages 9-12

* demonstrate the *SMART Checkpoints to Safe Body Mechanics*
* ensure to have each person participate in practicing these Checkpoints
* indicate appendices that help to support this information (Appendix A - Legislation; B - MSIs, Anatomy & Physiology, Personal Health)
* have trainer candidates complete the *SMART Checkpoints to Safe Body Mechanics Review Exercise* in their workbook; show them that the answers are provided in their Trainer’s Guide on page 19

**Trainer Candidate Facilitation Practice of Module 1**

* assign each group a section, such as *Safe Posture*, *Dynamic and Static Muscle Action*, *SMART Principles of Safe Body Mechanics*, etc.
* each group gets 10 minutes to prepare and each group has 5 minutes to present
* have a short discussion after each presentation on what they did well (group input)

**10-15 minutes: Stretch Break**

**Module 2 - Risk Assessment**

**EVERYONE GO TO**:

SMART User Manual, *Module 2,* pages 23 to 48

SMART Trainer’s Guide, pages 12 to 19

* indicate appendices that helps to support this information (Appendix C - Violence)

**Trainer Candidate Facilitation Practice of Module 2**

* assign groups a section, such as *Hazard Identification & Control*, *Self, Environment, Equipment, Object/task*
* each group has 10 minutes to prepare and10 minutes to present
* have a short discussion after each presentation on what they did well (group input)

**Wrap Up Day 1**

* go through what we have learned for the day
* give an overview of tomorrow - remind them of start time in the morning, proper attire and know who is doing the ice breakers

**Day 2**

**Review of Day 1**

* high level review of Safe Body Mechanics, Risk Assessment
* practice SMART Checkpoints
* review Top 20. What else would you add?
* what are they noticing with teaching?
* Ice breaker

**Module 3 - General Moving Techniques**

**EVERYONE GO TO**:

SMART User Manual, *Module 3,* pages 49 to 82

SMART Trainer’s Guide, pages 21-24

* demonstrate Object moving then have trainer candidates practice each of the general moving techniques so they have a good understanding of the steps for each technique
* review *In the Moment Risk Assessment* (for objects) to help them understand how the full risk assessment process applies to a moving technique

**Take your 10-15 minute coffee breaks and 45 minute lunch break where you see fit.**

**Trainer Candidate Facilitation Practice of Module 3**

* assign groups a section, such as *Pushing/Pulling,* break up *Repositioning* and *Manual Lifts* each group gets 10 minutes to prepare and has 6-10 minutes to present
* have a short discussion after each presentation on what they did well (group input)

**Test My Knowledge**

**EVERYONE GO TO** SMART Trainer`s Guide page 25

* explain this Test My Knowledge activity that is in the Participant Workbook; answers are in the Trainer’s Guide and User Manual - instructors could have trainer candidates complete the test, make notes

**Wrap up and Evaluation**

* incorporate any site/region specific information
* review anything on the parkaide/parking lot, Top 20
* review administrative tasks for trainers (evaluation, any reporting needed to manager/supervisor if someone isn’t successful, completion and distribution of certificates, review of SASWH website)
* review requirement of SMART Trainer re-certification
* review general participant re-evaluation (SMART Trainer Guide page 33)
* trainer candidate completion of their evaluation of the TTT session
* distribution of trainer certificates
* remind trainers of the licensing agreement
* ask if there are any questions
* thank everyone for a good day
* let them know how to contact you if they have any questions, need support, etc.

In TTTs, ensure you tell the trainer candidates that they will be approved to teach for their employer ONLY. They cannot market themselves, can’t teach outside of their employer.

Also, their status as a trainer does not transfer with them UNLESS they are moving to another employer who is licensed and would utilize them as a trainer.

While we recognize that people are passionate about teaching/educating others in safety, there terms in the license agreement that MUST be followed.